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OFFICIAL ROUTING SLIP

TO	NAME AND ADDRESS	DATE	INITIALS
1	Mr [redacted]	21 Dec 1971	[redacted] JN
2	Mr Fisher	22 DEC 1971	[redacted]
3	PP/Pers/Rsp.	12/27	
4	will you report at 4 o'clock		
5	and then at next Pers. O. meeting, 12 Jan		
6	see this and follow-up paper.		
ACTION	DIRECT REPLY	PREPARE REPLY	
APPROVAL	DISPATCH	RECOMMENDATION	
COMMENT	FILE	RETURN	
CONCURRENCE	INFORMATION	SIGNATURE	

Remarks:

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Mr [redacted] report of his attendance at Southern Placement Assoc meeting. He has another paper that will follow -- an action paper suggesting courses of action for us to follow.

Possibility for the 4 o'clock.

RDK

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12/21

FOLD HERE TO RETURN TO SENDER

FROM: NAME, ADDRESS AND PHONE NO.	DATE
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TRANSMITTAL SLIP		DATE
TO: <i>D/Per</i>		<i>1/21</i>
ROOM NO.	BUILDING	
REMARKS: <i>For info. A companion piece is being typed today and will be in this afternoon.</i>		
FROM: <i>OLMA</i>		
ROOM NO.	BUILDING	EXTENSION

FORM NO. 241
1 FEB 55REPLACES FORM 36-8
WHICH MAY BE USED.

(47)



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NATIONAL SECURITY AGENCY
FORT GEORGE G. MEADE, MARYLAND

NSA GRADUATE STUDIES PROGRAM

ELECTRONIC ENGINEERS--- MATHEMATICIANS---ENGINEERING PHYSICISTS
(Interested in R/D in Computers or Communications Systems)

1. This program is designed to assist in maintaining a complement of employees who have had the benefit of advanced graduate-level scientific training, and who are thereby capable of furthering the vital missions of the National Security Agency.
2. All newly hired engineers, mathematicians, and physicists will be eligible for Agency sponsored graduate studies at any one of the following universities:

American University	George Washington University
Catholic University	Howard University
Georgetown University	John Hopkins University
University of Maryland	

3. Sponsorship will consist of:
 - a. One semester of full-time graduate study with full salary received during this period.
 - b. Part-time study of up to eight hours each semester for at least two additional semesters. This phase of the program will be accomplished on the employee's own time during non-duty hours.
 - c. Nearly all academic costs being paid for by this Agency.
4. Preference will be given to students who have a 2.75 grade point, or above, on a 4.0 scale (or equivalent system) and who are genuinely interested in doing graduate work.
5. U.S. citizenship is required for employment with the NSA, and all applicants are subject to a comprehensive background investigation. A physical examination is also required.

FOR ADDITIONAL INFORMATION, CONTACT YOUR PLACEMENT OFFICE AND SIGN FOR AN INTERVIEW WITH THE NSA REPRESENTATIVE SCHEDULED TO VISIT YOUR COLLEGE.

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20 DEC 1971

MEMORANDUM FOR THE RECORD

SUBJECT: Annual Meeting of the Southern College Placement Association,
New Orleans, Louisiana, 7-10 December 1971

1. The Southern Association encompasses approximately 11 States and includes most of the black colleges and universities in the United States. There were 379 advance registrants for this meeting, representing both schools and employers, of whom 330 to 350 attended. Employers outnumbered college representatives almost 2 to 1, were mostly from business and industry, and came from all parts of the U.S. Other Federal agencies present included the Veterans Administration, IRS, GSA, Social Security Administration, DIA, Navy, and TVA.

2. Delegates came from approximately 115 colleges and universities, including 42 which are predominantly black (list attached). I was able to talk individually with a dozen or more of the black representatives and shared in group discussions with a number of others. The conference addressed itself to two major questions: "What is happening in higher education today?" and, "Education for what?" Some provocative things were said on each by the principal speakers, Dr. Samuel Hayakawa, President of San Francisco State College, and Willard Wirtz, formerly Secretary of Labor and currently an attorney in Washington, D. C., and President of The Manpower Institute, a research organization funded by grants from industry and foundations. Given the underlying sense of frustration which many of the delegates are experiencing in this period of tight employment, it was not unexpected that these topics gave rise to lively discussion. Such questions were debated as, "How much specialization should there be at the B. A. level? What are the prospects for the liberal arts graduate? Are employers becoming overly demanding in their qualification requirements? Are Counselors and Placement Officers really helping students make realistic vocational choices?" No conclusions were reached but the exchange of views was good.

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3. It was fairly apparent that the frustration this year is largely among the white representatives. The black delegates do not admit to any depression in the job market; their graduates, particularly those with good records, are finding plenty of opportunities. They are not complacent about it, however. The black educators I encountered discussed their institutions, their curricula, the level of preparation of their students, the short- and long-term job outlook, etc., with very considerable candor and objectivity. From it all I gained a few impressions which may have some bearing on our minority recruitment efforts. I summarize them as assertions, applicable primarily to the black college scene.

a. The black student has a fairly narrow perspective on life. He believes a college education is the key to getting ahead, but the schools he attends are relatively unsophisticated and are heavily vocational and regional in outlook.

b. His principal concerns are the choice of a major field; the relevance of that field to the socio-economic environment he foresees or wishes for himself; and how to translate his college degree into a career and a life style that will be personally satisfying and of value to his race and to society.

c. His job decisions are based on highly practical and immediate considerations, particularly the timing and salary level of the job offer, the location of the employment, and the apparent relationship of the job title or function to what he studied in school.

d. The black, more than other students, needs good career counseling and placement assistance. Yet all too many of his advisors are themselves lacking in understanding of the scope of career possibilities open to him.

4. Under these circumstances it is not surprising that CIA--or for that matter, the whole foreign affairs area--gets left out of consideration by most blacks, or that so few of those with whom we talk follow through with applications. I discussed this point with Dr. Kirk Jackson, Director of Placement and Development at the Atlanta University Center and an outstanding figure in the black academic community. Dr. Jackson is friendly to the Agency and is on excellent

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terms with [redacted] recruiter. He said that [redacted] is welcome at any time in his office or in any of the five institutions which make up the Atlanta University consortium, and that he always sees to it that [redacted] gets to interview some of his best students every time he calls. He hopes an occasional graduate may be interested in the Agency, but is reasonably certain that none will follow through seriously on an application. Why? They are more interested in domestic than foreign affairs; they are impressed negatively by the lack of specifics as to the type of job situation they might expect; the waiting period for a job decision is too long; the prospect of moving to Washington does not appeal; they can satisfy their job aspirations closer to home, under familiar and comfortable circumstances, so why take a chance on the uncertain and unknown? Similar comments were made by other black Placement Officers and I believe they have validity. Certainly they indicate some of the problems that stand in the way of black recruitment.

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5. On the more positive side, it was evident that our recruiters [redacted] are widely known and in good standing with their college contacts. The Agency is favorably regarded by those who know anything about it, and I encountered no expressions of criticism or hostility. On the contrary, a number of Placement Directors expressed strongly affirmative attitudes, particularly those from North Carolina, Davidson, Duke, Georgia, Georgia Tech, Auburn, Kentucky, South Carolina, VPI, and Mississippi State. Among other impressions gained, I was struck by the growing interest in co-op and intern programs as recruitment devices. Both white and black schools are paying increasing attention to the possibilities afforded by work-study arrangements, and black schools in particular see the co-op approach as a desirable channel into occupational fields in which black students traditionally have had little participation. As a final observation, it is apparent that Placement Officers are eager to have employer representatives keep up their campus contacts even though hiring is limited. It is equally apparent that business and industry see the situation similarly and are looking ahead also to better days, as evidenced by their 2 to 1 preponderance in attendance.

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[redacted]
Deputy Director of Personnel
for Recruitment and Placement

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Alabama State University
Albany State College (Georgia)
Alcorn A&M (Mississippi)
Allen University (South Carolina)
Atlanta University

Barber-Scotia College (North Carolina)
Benedict College (South Carolina)
Bennett College (North Carolina)

Claflin College (South Carolina)
Clark College (Georgia)
Columbus College (Georgia)

Elizabeth City State College (North Carolina)

Fayetteville State University (North Carolina)
Fisk University (Tennessee)
Florence State University (Alabama)
Fort Valley State College (Georgia)

Georgia College at Milledgeville
Georgia State University

Hampton Institute (Virginia)

Jackson State College (Mississippi)
Johnson C. Smith University (North Carolina)

Lander College (South Carolina)
Le Moyne-Owen College (Tennessee)
Livingston College (North Carolina)

Miles College (Alabama)
Mississippi Valley State College
Morehouse College (Georgia)
Morris College (South Carolina)
Morris Brown College (Georgia)

North Carolina A&T University
North Carolina Central University

Paine College (Georgia)

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St. Augustine's College (North Carolina)
South Carolina State College
Spelman College (Georgia)

Talladega College (Alabama)
Tennessee State University
Tougaloo College (Mississippi)
Troy State University (Alabama)
Tuskegee Institute (Alabama)

Voorhees College (South Carolina)

Winston-Salem University (North Carolina)

Xavier University of Louisiana

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